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## 1960 SOCIAL WORK MANPOWER SURVEY ITS SIGNIFICANCE FOR SOCIAL WORK EDUCATION

In 1950 the U. S. Bureau of Labor Statistics conducted, for the first time, a comprehensive survey of manpower in social work. In 1960 the National Social Welfare Assembly spearheaded a cooperative plan with several national agencies, including the Council on Social Work Education, and again the Bureau of Labor Statistics undertook to conduct a study comparable to the one in 1950.

What have we learned from this survey about social work during this decade, particularly social work education? Where has it gained? Where has it lost ground or stood still? What directions are indicated for emphasis in social work education and recruitment?

### Number and Distribution of Social Workers

There are 43% more social workers today than in 1950, the number having increased from 74,240 in 1950 to 105,351 in 1960, which is an increase from 49 to 56 per 100,000 population. (These figures do not include recreation workers). Of these, 63% work for Federal, state, or local government and 37% for voluntary agencies, which is approximately the same proportion as in 1950.

Social workers are distributed among many service programs: public assistance, 33% (a slight drop in the proportion of the total since 1950); child welfare services, 23% (a significant increase); "other family services," 8%; psychiatric social work, 5% (a significant increase); medical social work, 3%; group work programs, 10%; work with adult offenders, 5%; rehabilitation, 2%; work in institutions for the aged, 1%; community organization, 7% (a significant increase); and teaching social work, 1%.

### Educational Level and Distribution

A basic professional education in social work, for purposes of comparison between 1950 and 1960, will be considered to be 2 years or more education in a graduate school of social work. This includes those with the master's degree; those with 2 years but no master's degree; those with more than 2 years; and those with a doctor's degree.

The total field of social welfare shows an increase from 1950 to 1960 in the number of workers with basic education in social work from 12,000, or 16% of the total number, to 22,124, or 21%. The proportion of those with some graduate education in social work dropped from

40% to 36%; those with no graduate education in social work rose from 60% to 64%. Those with only a bachelor's degree increased from 19% to 21%. Workers with no college education remained at 9%. A few social workers had graduate education in other fields, such as sociology, psychology, other social sciences and in education.

The largest service program, public assistance, showed practically no change overall in the proportion of all the programs. However, intensive efforts have been under way to raise the level of training in the key positions, and significant gains have been made here. Among supervisors, 13% have now had basic social work education; among field representatives, 30%; county directors, 7%; and other executive personnel, 25%.

There is a varying educational level of social workers in different age brackets in 1960. The proportion of those with basic social work education ranges from 3% in the 22-25 year bracket up to 28% among those 35 to 40, and declines to 12% of those 60 and over. The principal change since 1950 is that in the lower age brackets the proportion of social workers with basic social work education is less.

### Salaries and Educational Level

The median annual salary level for all social workers showed a 76% increase from 1950 to 1960 and is now \$5,220. The salary levels, as in 1950, are related to educational levels, and show a differential between men and women. The median salary for men social workers with a bachelor's degree only is \$5,000; for women, \$4,350. For men with a master's degree in social work the median is \$6,970; for women, \$6,320. Men with a doctorate receive a median salary of \$9,800 and women \$8,530.

### Conclusions

It is clear from the above brief summary of the highlights of the manpower survey that some encouraging gains have been registered during the past decade. There are more social workers today, in relation to population, and there are also more trained social workers, both in numbers and in proportion to the total. Salaries are higher, and more men are entering the field, which suggests a gain in status for the profession. It is becoming better known and better accepted as a career choice.

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## NEWS FROM THE SCHOOLS

Dr. Louis Goldstein represented the CSWE at the Sixty-fifth Annual Meeting of the Academy of Political and Social Science. Dr. Goldstein is on the faculty of the Bryn Mawr Graduate Department of Social Work and Social Research.

The Jane Addams Graduate School of Social Work of the University of Illinois honored Director Marietta Stevenson at a reception on June 1, 1961 on the occasion of her retirement.

The Social Welfare History Group met during the National Conference on Social Welfare and elected the

following officers: Gisela Konopka, University of Minnesota, chairman; Clarke A. Chambers, University of Minnesota, Vice Chairman; Verl S. Lewis, University of Maryland, Secretary-Treasurer; Dorothy Becker, Hunter College, Corresponding Secretary; Frank R. Braul, University of Chicago, Editor of Newsletter.

This group, whose main purpose is to provide a meeting place for historians interested in social welfare and social workers interested in history, will concentrate its efforts this year on the location and preservation of documents relating to the history of social welfare.

## FEDERAL TRAINING FUNDS FOR SOCIAL WORK

One of the facets of the expanded recruitment program for social workers to which the Council on Social Work Education is giving leadership is the development of more governmental support for social work education, particularly scholarships and grants to schools of social work. The CSWE Citizens Committee on Careers in Social Work reached agreement at its meeting in January 1961 to ask member national agencies to mobilize support for proposals which would be developed in Congress to provide Federal funds for this purpose. A meeting was called April 11, of national agency executives which recommended that CSWE take the initiative in coordinating legislative action for social work education, working closely with the National Social Work Assembly, *which coordinates legislative interest around major social legislation*, and the National Association of Social Workers.

President Kennedy's Task Force which proposed plans for health care for the aged recognized the shortage of health personnel (including social work) to carry out the proposed plans, and recommended a program of federal scholarships and grants to the respective professional schools. The administration in its recommendation to Congress for action on the Task Force Report, recommended action for medical and dental professional education, suggesting that action relating to other personnel be dealt with later.

Two other proposals then developed in Congress, both closely related. One asked for appropriations to the Department of Health, Education, and Welfare for federal funds to the states, on a matching basis, for social work training of public assistance personnel. This was under an authorization previously made by Congress by which the federal government would provide 80% of the funds for training and the states would pay the other 20%. This authorization had never been implemented by an appropriation.

The other proposal was a Senate Amendment to H. R. 4884, pertaining to the Aid to Dependent Children pro-

gram. It was one of several amendments, and authorized 100% federal grants to the states for social work training of public assistance personnel. This bill and the amendments have passed both House and Senate.

This plan will be more satisfactory and workable than the previous plan of 80-20 grants because both states and federal government were reluctant to appropriate the money, and little was done about it. Also, this will establish the principle of federal financing for social work education in public assistance, which is the segment of the social welfare field with the lowest proportion of social workers with professional education.

The CSWE and some of its national member agencies, as well as some local social agencies, schools of social work, the NASW, and members of the Citizens Committee on Careers in Social Work gave full support to this legislation. Elizabeth Wickenden, former legislative consultant for the National Social Welfare Assembly gave valuable advice and guidance. Ernest Witte paid a visit to Rep. John E. Fogarty, Chairman of the House Sub-Committee on Appropriations for the Departments of HEW and Labor, along with several deans of schools of social work. At this meeting the need for federal aid to train more social workers was interpreted to the Committee. Other members of the Committee were reached by letter, wire and in person, urging support for appropriations for training social workers in public assistance.

While no structure for legislative action exists as yet in the CSWE, this experience has demonstrated that action can be stimulated around a particular issue. It required numerous telephone calls, the sending of wires in addition to a memorandum to national agency executives and to members of the Citizens Committee on Careers in Social Work, whose chairman, Henry Sachs, believes that a good start has been made. However, he points out that this is only the beginning, and other legislation will be proposed for further strengthening of social work education, which will need the active support of all interested people.

## COMMITTEE ON INTERNATIONAL SOCIAL WELFARE EDUCATION

The Committee on International Social Welfare Education, a standing Committee of the CSWE, has over a period of years given leadership in the preparation of students from other countries, preparation of American students in the field of international social welfare, identification of international social welfare content of the social work curriculum with emphasis on the areas of community organization and community development, cooperation with other organizations and promotion of international cooperation among schools of social work with organizations interested in social work education and advice to the Council in respect to promotion of research in any part of the program of education for international social welfare.

At its recent meeting in New York in March 1961, the Committee took action to:

- Complete work on a pamphlet, *Opportunities for Study of Social Work in North America*. The pamphlet, addressed primarily to governmental and voluntary agencies which select students in other countries as well as to schools of social work in other countries, will be available about the end of the year. It will contain sections on admission requirements and procedures, evaluation of credits, considerations in selection of a school, characteristics of the social work educational program, costs, availability of financial aid, and general information about each school of social work in North America. Certain pertinent portions of the content will be sent to the North American schools during the summer for verification.

- Consider and make suggestions regarding the proposal for a second Interprofessional Conference to be held in 1961. (A report on the first Interprofessional Conference on Training of Personnel for Overseas Service sponsored by CSWE and Cornell University in June 1959 is available from CSWE under the title, *Interprofessional Training Goals for Technical Assistance Personnel Abroad*). This second conference co-sponsored by the Association of Schools of Public Health and the CSWE will focus on *Professional Training in the United States for Students from Other Countries*. The problems confronting professionals from other countries in adapting professional education obtained in the U. S. to practice, to professional teaching, and to the development of programs of change in diverse cultures, have been of persistent concern to schools of social work. This collaborative effort of various professions will seek to identify problems common to the professions and to search out means of resolving some of them.

- Recommend to the Board at its fall meeting:

(1) That the CSWE take steps to develop interprofessional activity involving both educational and professional organizations. It was suggested that a beginning might be made by learning whether the National Association of Social Workers and Canadian Association of Social Workers would be interested in joining with the CSWE in the development of an interprofessional committee to deal with matters of mutual interest to the professions. It was believed that one major contribution of the 1959 Interprofessional Conference was the opening of avenues of communication among the various professional education groups and that this should be nurtured and expanded to include professional membership organizations.

(2) That the Committee on International Social Welfare Education be authorized to stimulate several campus-wide one-day conferences in universities which have some of the professional schools (such as public health, education, medicine, agriculture, social work, nursing, public administration) to discuss educationally oriented questions and issues which have been identified through the experience of technical assistance personnel serving abroad.

- Send a memorandum to the Curriculum Committee urging

...that all students be educated in the basic professional social work curriculum to have a view of themselves as responsible members of a world-wide profession and to have a view of social work in their own country as it relates to the social needs, resources and developments of the rest of the world. They should be expected to develop an international perspective of social work.

...that the Curriculum Committee give attention in the formulation of curriculum policy to this international perspective of social work as a formal curricular goal. It is suggested that this goal be attained through permeation in all curriculum content areas in class and field teaching of relevant philosophy, concepts and information.

The Committee also transmitted, for use by the Curriculum Committee, a statement of suggested broad curriculum content areas on international aspects of social welfare and social work.

- Continue exploration of means whereby more adequate material regarding curricula of schools of social work in other countries might be made available to schools of social work in North America as a source for determining equivalency of credits for students from other countries; also to send information this summer to schools in North America regarding all available documents and resources that might be helpful in determining equivalency of credits.

- Propose to the Board, at its meeting in the fall, a National Workshop devoted to consideration of the philosophy, the concepts and the international perspective of social work as well as study of appropriate means of introducing this material into the basic educational program for social work.

- Suggest that the CSWE call together a small *ad hoc* group of deans and directors of schools of social work to discuss possible responsibilities of the schools with respect to the Peace Corps being developed by the U. S. Government.<sup>1</sup>

- Recommend that a sub-committee be charged with preparation of (1) a statement to be circulated to schools of social work in other countries providing information about various means available to them for securing professional social work books and periodicals from North America; (2) a statement outlining the kinds of material noted by schools of social work in other countries as being most needed; and (3) a suggested plan for the coordination, centralization, and distribution to libraries of schools of social work in other countries of social work books, periodicals, and so on, which are needed and are available by donation.

<sup>1</sup>See Peace Corps page 5.



## FIELD INSTRUCTION PLACEMENTS IN PUBLIC WELFARE AGENCIES

The search for new efforts to find the ways and means of developing more field instruction placements in public welfare agencies is being jointly initiated by the Bureau of Public Assistance and the Children's Bureau of the Department of Health, Education, and Welfare following a two-day conference recently held in the Council offices to examine in detail the problems and opportunities for increased professionalization of these areas of social work service. The participants included training specialists from the two Bureaus and members of the Council staff.

The background for the discussion is an altogether familiar one to those concerned with social work education. The profession is confronted now as it has been for the past thirty years with the failure of social work education to meet the growing demand for social workers qualified by professional education for work in the public welfare field. There are now according to the latest statistics of the Bureau of Labor Statistics 105,000 social work positions in the United States. Sixty-three per cent of these are in the public social services, including public assistance, child welfare, probation and parole, public health, rehabilitation, mental health, schools, the courts and related agencies. Twenty-one per cent of all social work personnel (22,124 persons) have had two or more years of graduate education for social work. In federal, state and local governments, 66,784 persons are employed in public welfare social work positions. Of this number, 10,714 have had two or more years in a graduate school of social work. Therefore, only 17 per cent of the public welfare social work positions are filled with persons with some graduate school education but less than two years. Yet these persons deal with more people in trouble than any other one group in the country. The problems they are expected to help people with are frequently exceedingly difficult and complicated and require considerable professional social work knowledge and skill if they are to help those in trouble achieve real and lasting benefits. These employees are also responsible for the expenditure of some 5 billion dollars annually for welfare services and benefits in the United States, exclusive of the social insurances, education and public health.

In addition to a dearth of field instruction placements, there are a number of reasons why so few of those staffing the public social services have studied in graduate schools of social work. Among these reasons are:

- (1) That many of the persons currently employed in public welfare services, lack the educational requirements for admission to schools of social work;
- (2) The salaries and conditions of employment in the public social services frequently discourage employees from undertaking professional preparation because of the length and cost of such training;
- (3) The inadequate financial help available to those who cannot finance their own period of study;
- (4) The shortage of field instruction placements continues to be a bottle-neck in the expansion of educational opportunities for this field.

Against this backdrop the two-day discussion devoted

primarily to the reason listed last, brought out these highlights of fact and opinion:

- Although 33 per cent of all social work personnel is employed in public assistance settings (35,000 out of the total 105,000 social workers in the United States), only 4½ per cent of all public assistance personnel in the United States have two or more years of graduate social work education. This percentage has not changed since the 1950 BLS study.
- In the public child welfare program on the other hand, there has been more success in providing trained personnel for child welfare services, largely due to the scholarships, stipends and work-study plans that have been stimulated and made possible by the federal child welfare grants to the States in the Children's Bureau. Today, 34 per cent of non-institutional public child welfare personnel have had two or more years of graduate education, as contrasted with the 1950 figures which were 29 per cent.
- Since only 13 per cent of all public assistance employees in the fifty states of the Union who are classified as casework supervisors have two or more years of graduate social work education, it is evident that a very limited number of persons in state and county offices could at present qualify as field instructors for graduate students of the schools of social work.
- There is evidence that whenever and wherever a school of social work takes aggressive leadership, a field instruction unit in a public welfare agency can be established.
- There is evidence also of a tendency on the part of some social work educators to shy away from or to undervalue the rich and unique learning opportunities inherent for graduate students in public welfare settings.
- There is concern on the part of agency personnel lest a student who is placed in a public welfare agency for field instruction escape becoming constructively related to that service, because of overemphasis on the educational purposes in field instruction. Some public welfare administrators are frankly partial to summer work experience placements where the focus of supervision is more largely on matters of first concern to the agency.
- There is disturbing evidence that the lines of communication between public welfare administrators and schools of social work faculties are not fully open or constructively used in many parts of the country. Where this situation exists, where mutual professional trust and confidence do not exist, both sides carry responsibility for work toward an agreement on the objectives of professional social work education.
- In view of the great shortage of professional social workers, there is need for public welfare agencies to select more realistic goals for professionalization of their staff. Decision on these goals is related directly to a determination of what public welfare jobs require the use of professional social workers. While that determination is being made, however, there is need for honest facing of the facts that professionalization of

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public welfare is extremely limited. Public acknowledgment of this fact coupled with a positive outreach by administration through effective staff development programs to those without professional education could probably reduce in some measure the fact that public welfare field instruction placements are regarded as "second-class placements."

- The field of public welfare which is a large consumer of personnel with B. A. degrees would tend to benefit from the strength and enrichment of social welfare curriculum in the undergraduate departments of universities and colleges.
- Educational leave policy presents a serious dilemma to social work education whether or not a commitment to return to the agency is required. While undoubtedly a problem exists for some students, committed to return to an agency after their educational experience has modified career goals, the taxpayer, legislator and public welfare administrator are presently concerned with the students' moral responsibility to reimburse in service what has been advanced to them out of tax funds for their training.
- A question was raised with regard to the resistance to establishing field instruction units as differentiated from the assignment of students to agency supervisors.

Many aspects of this problem were discussed, among them: (1) agency supervisory personnel are not always willing to turn themselves into teachers or educators, (2) some communities and agencies are fortunate in that professional practice is of sufficiently high level to produce supervisors who qualify as field instructors and who teach competently out of their practice experience, (3) some schools prize this quality of teaching for their students and are not interested in setting up field instruction units, (4) some schools turn to field instruction units, not out of conviction, but out of other urgencies — economy being one. There are no dogmatic answers as to which method of field instruction is preferable or more effective. The more significant point is to find out what learning experiences are possible under each method.

These were among the more significant items discussed at the conference. Plans are under consideration for tackling anew the persistent problem of shortages of public welfare field placements. This exploratory conference was the first step in an examination of the possibility of increasing and improving the educational climate in the public social services. The Bureau of Public Assistance, the Children's Bureau and the CSWE will collaborate in a survey of the agencies and schools as one step toward improving field instruction.

## IN MEMORIAM

Harriet MacLaurin, a faculty member of the Western Reserve School of Applied Social Sciences and a member of the CSWE, died on November 19, 1960.

Dorothy Waite, a staff member of the Wisconsin State Department of Public Welfare, died unexpectedly March 16, 1961. She was an active participant in CSWE affairs and for a period of years served as a member of the National Roster of Interviewers.

## PEACE CORPS

Suggestions from a number of schools in the New York area that the Council on Social Work Education give consideration to the implications for social work education of the Peace Corps resulted in the calling together of the deans and directors in schools of social work located in the general vicinity of New York. Those attending were Deans DelliQuadri, Fogarty, Katz, Teicher and Vasey, and Directors Gundy, Rosen and Schreiber; Hertha Kraus represented Director Lower of Bryn Mawr. The meeting was held in the Council office on April 6, with President Smalley presiding.

Following were the conclusions arrived at by members who participated in the meeting:

First, that social work education and practice cannot help but be concerned with the development of the Peace Corps because both have a stake in the image of the United States abroad and it is therefore incumbent upon the field to be as helpful as possible in making the Peace Corps a success.

Second, it was agreed that there were at least four possible major areas in which social work education and practice might make major contributions to this program. These include help in the development of governing policies and possible programs for the Peace Corps; in the preparation of interviewers to screen applicants for the Peace Corps; in the training of personnel for service abroad; and in providing supervision and counsel to units of the Peace Corps — and perhaps in the providing of field supervisory services.

The group recommended that the following steps be taken: that the CSWE invite the National Association of Social Workers to join it in seeking an interview with appropriate staff in the Peace Corps, at which the organization and functions of the NASW and the CSWE could be explained; and secondly, suggest the willingness of both organizations to make their services available to the Peace Corps, particularly in the areas mentioned.

Following this meeting, an appointment was secured with members of the Peace Corps for a meeting in Washington on April 13. Joseph Anderson and Rudolph Danstedt representing the National Association of Social Workers, and Dean DelliQuadri, Dean Katz and Ernest Witte representing the Council on Social Work Education met with Peace Corps officials for several hours. The meeting was cordial and informative. At the request of Peace Corps officials a joint letter was sent from the two organizations outlining their structures and functions with an offer to be of whatever help they could to the work of the Peace Corps. As a result of this, Peace Corps officials have indicated that they may utilize the facilities of the two organizations, particularly in helping locate leadership for some of the Peace Corps projects.

At the invitation of the Peace Corps, Ernest Witte attended a meeting of persons called together to advise the Peace Corps on problems of selection. For those interested in the Peace Corps, attention is called to two documents dated April 1, 1961, entitled "*Private Voluntary Agencies and the Peace Corps*," and another entitled "*Educational Institutions and the Peace Corps*." These may be had upon request from the Peace Corps. They outline opportunities offered and the requirements specified by the Peace Corps for such organizations to develop overseas projects with Peace Corps funds.

## CORRECTIONS PROJECT MOVES FORWARD

The Corrections Project of CSWE was established in 1960 as social work education's opportunity to respond to a pressing national demand. This demand is not only for more knowledge on ways of coping with the growing and perplexing problems of crime and delinquency but for more skilled staff, drawn from the many helping professions and scientific disciplines, to use more effectively and collaboratively the knowledge now available in the field of corrections.<sup>1</sup>

The central objective of the Project, accordingly, is to stimulate the efforts of social work education to meet more fully its proper share in the research and training needs of the field of corrections and to encourage the field agencies to seek the help of the schools of social work in coping with that part of the total corrections problem to which social work education can appropriately contribute.

There are, of course, many roads to the central objective — workshops, institutes, research projects, conferences, development of teaching materials, and so on, for example. But basic to the effectiveness of all of them, it is believed, is the importance of getting social work educators and correctional administrators together at the local level to clarify the nature of their correctional training problems and to determine means of working together toward improving the situation locally. Supportive professional judgment for this approach came from the twenty-four member Advisory Committee to the Corrections Project at its first meeting in January 1961.<sup>2</sup>

First steps in implementation of this approach have been consultation visits to those schools of social work requesting them. During the last four months ten consultation visits, generally of two or three-day duration, have been made by the consultant. The purposes of the dean or director requesting the consultation visit and his method of preparing for them have differed markedly, yet, with only one exception, each visit has been characterized by joint meetings of dean or director and agency executives.

A listing of the variety of purposes envisioned by those deans and directors whose schools have already had a consultation visit suggests many ways in which schools and neighboring correctional agencies may profitably review their current training relationship and developing program:

- One dean used the opportunity of a consultation visit to analyze the present array of the School's field placements in corrections, then to attempt to broaden the base of offerings by establishing field work placements in an adult prison, and finally to begin exploration with state correctional administrators of a way to accomplish this end.
- A second dean, who shared the concern of a state-wide citizen's committee for education and training for corrections, arranged a consultation visit so that the objectives, organization, and content of the school's ex-

tension program for staff working in the correctional field could be reviewed and evaluated. The consultation visit was used as the occasion for a meeting of educators and practitioners to evaluate what had been done and to decide on next steps.

- The dean and faculty committee on corrections of a third school used the consultation service to review preliminary plans of that committee for long-range developments of the school's educational program in the field of corrections. Representatives of correctional services in the community were of invaluable help in assessing the readiness of local correctional institutions and agencies to expand social work opportunities.
- The dean of a school with block placements in correctional agencies in several states, but only one in his own state, used the consultation service to stimulate anew the interests of local agency administrators and judges in the opportunities of field instruction placements in their own jurisdiction. The time seems ripe for professionalizing juvenile probation and institutional services in that state and the school of social work wants to provide leadership in this movement.
- The director of a school (which at present has no placements in correctional agencies), wanted consultation to help the faculty appraise the suitability of a nearby institution for field placements and to discuss implications on curriculum content of a decision to move in this direction.
- The director of a school with a substantial number of casework placements in diversified institutional and field service settings wanted to review preliminary plans for a research project on corrections in a juvenile institution located conveniently near University resources and plans for the development of group work services in another facility.
- The dean of a school having a strong component in the curriculum on corrections and well-developed on-campus contacts with administrators in this field used the consultation visit to re-examine such concepts and content in course offerings and to improve still further, through a joint faculty-agency conference, the climate for more field work placements.
- One dean used the consultation service primarily to clarify and resolve with a warden and his treatment staff some of the inevitable issues which arise in inter-agency relations when student training is established: e.g.; whether the placement should be for first or second year students, size of caseload, amount of supervisory time available, student use of clerical services, occasional personality clashes, and so on.
- Finally, a faculty member worked with the consultant and with state correctional administrators on the design for a cooperative project for the furtherance of social work education in the field of corrections. The project, which would involve the School and state correctional

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<sup>1</sup>For recent cogent statements on the national demand and social work education's opportunity of *Goals for Americans - The Report of the President's Commission on National Goals* (New York: Prentice-Hall, 1960), 258-61; and "Report on a Survey of Social Work in the Field of Corrections" by Eileen L. Younghusband published as a supplement of the August 1960 Issue of *Social Work Education*; and the Letter on Youth Problems from President John F. Kennedy to Speaker Rayburn - *New York Times* May 12, 1961 p. 14.

<sup>2</sup>For a discussion of priorities of the Corrections Project see - E. G. Burbank, "What The Schools of Social Work Can Do To Increase the Pool of Trained Correctional Personnel" - *Proceedings 1961 Annual Program Meeting*.



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service, aims to do the following: (1) To contribute to the social work curriculum such findings and concepts as will insure its maximum effectiveness for practice in the field of social work in corrections; (2) To contribute to educational planning for the field of corrections; (3) To test the means by which social work professionalization might be accelerated; (4) To engage in a planful community organization undertaking which seeks to promote cooperative efforts of school and correctional agencies to examine and test the impact of those efforts on the development of public policy.

• It appears from the foregoing that consultation service, if skillfully done, can be a means of helping to build deeper understanding and more effective joint planning in those localities where the leadership in school and field is of a mind to try. Four months in the field suggest strongly that headway is being made and will probably continue to be made in those communities where this kind of joint meeting results in a determined effort to improve the situation, whether the problem be a dearth of training personnel or disagreement over elements of the school-agency training relationship and course content. The roles of a consultant in these joint meetings are many: He may be a catalytic agent whose presence helps to speed a reaction, hopefully a constructive one; he may be a co-planner of local projects; he may be a specialist on corrections when working with faculty members or a social work educator when working with field administrators.

• An unanticipated by-product of this service is to be noted. The work invested in the preparation for a consultation visit—the thinking, planning, correspondence, phoning,—this preliminary work which paves the way for fruitful discussion and planning, is in itself a valuable contributing factor to the solution of the problem.

In conclusion, a few general observations are in order:

1. There is gratifying evidence of substantial and imaginative leadership in the field of corrections which will work for establishment of training programs with professional schools of social work.

2. There is likewise evidence that whenever and wherever a school of social work takes aggressive leadership, field instruction placements in a correctional agency can be established.

3. A strong treatment program tends to solve its own recruitment problem. This is accomplished not only by means of internships, traineeships, stipends and work-study grants, but more importantly by its earned reputation for quality of service and its ability to convince fiscal authorities and legislators of its worthiness for support.

4. As *Social Work Education* goes to press, the Federal Government has introduced into Congress a bill "To Provide Federal Assistance for Projects which will Evaluate and Demonstrate Techniques and Practices Leading to a Solution of the Nation's Problems Relating to Juvenile Delinquency Control and Control of Youth Offenses or will Provide Training of Personnel for Work in These Fields, and for Other Purposes."

This notice of a five-year federal program to curb delinquency is the latest and most powerful indication of the pressing national demand for a "total attack" on this costly menacing social problem. Deans of schools of social work will be quick to note that one of the stated objectives of the federal government is to increase the training of personnel "employed or preparing for employment in programs for the prevention or control of juvenile delinquency or youth offenses" through the authorization of grants for training. Enactment of this bill, together with adequate appropriations should open the door to fellowships, traineeships and other prerequisites to an intensive effort for meeting the acute shortage of trained workers in this field.

It is difficult to conceive of a more important topic in the field of corrections for joint discussion of social work educators, juvenile court judges, probation officers, and institutional administrators in the immediate months ahead.

Manpower Survey (Continued from page 1)

The fact that 21% of social workers, in addition to those with graduate study, have at least a bachelor's degree, provides a pool of active workers with some experience, who are eligible to go on for their graduate education in social work, if suitable arrangements can be made.

Even though enrollment in graduate schools of social work has increased to the point where the schools of social work are filled to 92% of present capacity, the total number graduated in 1960 was only 2,087, which is far short of filling the needs indicated by the above figures.

In the public assistance programs the situation is especially critical due to the low proportion of trained social workers and the large numbers needed. This is complicated by the tendency of most trained social workers to go into other service programs (only 7% of social workers with basic social work education are in public assistance programs) and the lack of enough field instruction placements in public assistance for training purposes.

The CSWE will continue to study the findings in this survey in terms of their implications for social work education.

#### Where Do We Go from Here?

The implications from the BLS survey for action needed, combined with other available information, highlight the importance of the current and projected plans of the CSWE and other agencies. The survey throws the spotlight on the still low educational level of the personnel in social welfare.

It underlines the importance of the expanded recruitment program of the CSWE to interest more people in obtaining professional education for careers in social work. It suggests that some of this recruitment should come from untrained workers already in the social welfare field as well as from people on the outside. This, in turn, will require more work-study plans, educational leave programs, scholarships, and development of field instruction placements, particularly in public assistance and corrections.

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## COMMUNITY RESEARCH ASSOCIATES WORKSHOP

A successful workshop on the use in the curriculum of schools of social work of the concepts of family centered prevention and control was held in New York City on March 29, 30 and 31. Faculty members from thirteen schools of social work participated. All the areas of the curriculum were represented in the group. Three people selected as representatives of agencies with a particular concern for prevention and control of social problems also participated in the discussions. The National Association of Social Workers was represented by Bertram Beck who is responsible for staffing the NASW project on the development of a social work approach to the control of social problems, which has a close relationship to this workshop.

Financed by the Louis W. and Maud Hill Family Foundation, this workshop was intended as a follow-up of the Council on Social Work Education's *Memorandum on Implications for Social Work Curriculum of Community Research Associates' Materials*, completed in June 1960. A. A. Heckman for the Hill Family Foundation and Bradley Buell, Director of Community Research Associates, were members of the workshop discussions. The CSWE was represented by Edmund G. Burbank, who presided, Mary R. Baker, who organized the workshop and Ernest F. Witte.

The objectives of the sessions were specified by the chairman:

1. To consider CRA and related materials and to exchange information on their current use in the curriculum of schools of social work.
2. To develop a broader and deeper understanding of the concepts set forth in these materials.
3. To consider the possibilities for their further use by schools.
4. To identify unresolved problems and questions with regard to these materials as related to curriculum building.
5. To discuss possible future steps in study and use of the materials.

The meetings made a good deal of progress in achieving these goals for the group in attendance. The concepts represented the CRA material, their interrelationship in a system of prevention and control, their relationship to other approaches, and the lack of published information on current experience from the CRA projects now in process, were essential parts of the discussion. It was apparent that the concepts, both independently and to a considerable extent in the form presented by the CRA system, were already referred to and in some cases presented consistently in the curricula of schools of social work. The current emphasis on educating students who will be qualified to carry a role of social leadership came out clearly as an objective to which these materials make an educational contribution.

A report of the discussions will be published, a copy of which will be distributed to the constituent and library members of the Council. Copies will be available on request from other interested persons. Announcement of the publication date will be made when the report is completed, some time in the early summer.

The group who participated in the workshop and the Council on Social Work Education staff found the discussion stimulating and profitable, and expressed appreciation of the grant from the Hill Family Foundation that made the meeting possible. It is hoped that the report may be useful to faculty members in other schools of social work. Any steps by the Council to facilitate further joint thinking about these materials will be dependent upon the expressed desire of educators concerned with them, and upon the publication by some or all of the present CRA projects, of the details of their operation and staffing.

Manpower Survey (Continued from page 7)

A major roadblock in the way of educating enough social workers to meet the needs indicated is the limited capacity of schools of social work. Serious consideration will have to be given to ways and means of expanding existing school capacity and establishment of new schools.

At the same time it is necessary to continue to maintain and improve educational standards and to strengthen the curriculum in new areas of practice such as corrections and services to the aging, as well as in some traditional but underdeveloped areas such as community organization.

The large number of personnel needed in programs such as public assistance and corrections, combined with the low proportion of trained social workers and the long time it will take to significantly increase the number of graduate social workers available, show the necessity for two additional steps.

The role of undergraduate social work education must be determined, not only as preparation for graduate education but as preparation for the many positions which cannot in the foreseeable future be filled by graduate social workers. The kind of knowledge and skill which can be developed in undergraduate education should be applied to raising the level of performance of workers in these positions.

Secondly, positions or functions need to be classified so as to separate out those which require graduate education from those which could be carried out by staff without graduate education by means of in-service training, building on a base of undergraduate education. Many of these workers would be expected to go on for graduate education in social work, as time went on.

### *Social Work Education*

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## **WILBUR J. COHEN, ASSISTANT SECRETARY OF HEW RECEIVES HIGH SOCIAL WELFARE AWARD**

Wilbur J. Cohen, assistant secretary (for legislation) in the Department of Health, Education, and Welfare, received the 1961 Florina Lasker Award for social welfare on May 16 for his "unique and indispensable role in shaping the Social Security program."

The presentation was made by the chairman of the award committee, Dean Fred DelliQuadri of The New York School of Social Work, Columbia University, at the evening session of the National Association of Social Workers during the week-long National Conference on Social Welfare. Mr. Cohen received a check for \$1,000 and a citation which read, in part:

"The life of Wilbur Cohen exemplifies the highest tradition of service to his fellow men; history will record him as one of the great social statesmen of our age."

The Florina Lasker Award was established from funds of the estate of the late Florina Lasker by her sisters, Miss Loula Lasker, who died in January, and Mrs. Etta Rosensohn. It is given annually to a professional social worker in recognition of "distinguished achievement and as a stimulation for further achievement" in the field. The Dean of The New York School of Social Work is permanent chairman of the award committee.

### **PROJECT ON THE AGING**

The Ford Foundation has approved a grant of \$160,000 to the Council on Social Work Education for a five-year period to enable the Council to develop teaching materials and audio-visual aids in the area of services to the aging for use in schools of social work, undergraduate departments in their education of social work personnel and for in-service training. In a sense this project is the outgrowth of the Seminar on Social Services for the Aging which the Council organized in 1958 at the specific request of the then National Committee on the Aging, (now the National Council on the Aging) at which time it was recommended that more adequate teaching materials for use in this area be developed.

The major objective of this new program is to produce a range of teaching materials including audio-visual aids suitable for use in graduate schools of social work, undergraduate departments, and in agency staff-development and in-service training programs. The material to be developed is expected to provide: (1) a knowledge of the range of environmental problems of particular significance in working with the aging, such as problems of housing, income maintenance, health and leisure; (2) understanding of the emotional and social needs of older people and of aging as the normal process in the life cycle of the individual; (3) opportunities to analyze the services and programs now available to older people and to identify gaps and inadequacies in service; and (4) illustrations of collaborative practice in work with the aging.

Special effort will be made to produce materials suitable for use in all sequences of the professional social work curriculum in the graduate schools of social work, for use in undergraduate departments and for in-service training. This will involve the selective preparation of teaching materials appropriate for use in the basic knowledge areas of the curriculum.

The Council expects to employ a consultant on its staff who will direct this program. The funds granted will make possible an advisory committee and the holding of workshops on the development of and use of teaching materials. It is expected that this project will greatly improve the whole range of teaching materials for which the Council is responsible.

### **INDIA AND AFRICA PROJECTS**

The Council on Social Work Education has been under contract to the International Cooperation Administration for the past six years to provide technical consultation on social work education to selected schools of social work in India. Currently the Council has four consultants in India, namely Dr. Herbert Aptekar, who is Chief of Party, Richard Parvis, Nellie Hartman, and Dr. J. B. Lightman.

Drs. Aptekar and Lightman are returning to the United States in July following the end of their tour of duty. Miss Hartman and Mr. Parvis will continue on in India through December 31, 1961, which is the termination date of the present contract.

The Council has currently three faculty members from Indian schools of social work studying social work in the United States. These are the last three of some nine faculty members who have been brought to the United States for study during the period of the contract.

The mutually helpful benefits of this contract have been extremely satisfactory to all concerned. The Ministry of Education of the Government of India and the schools of social work in India have found the project so useful that they are again asking for its extension. Whether such an extension is possible will depend in part upon the availability of funds. One outcome of the project has been the organization of the Association of Schools of Social Work in India.

The CSWE has been asked by the International Cooperation Administration to undertake a similar service in the establishment of a college of social welfare in Northern Rhodesia. Plans for the opening of the Oppenheimer College of Social Welfare are well under way. It will be the first multi-racial college of social welfare in Central Africa. The College expects to develop several levels of education for social welfare personnel because of the particular needs of the country, and to stimulate programs of in-service training, particularly in the group work area, for personnel already employed in various governmental and voluntary agencies.

The Council is currently recruiting two consultants for this new program who it is hoped will report for duty in July of this year.

## DEAN FAURI PRESIDENT NCSW

Dean Fedele Fauri of The University of Michigan School of Social Work was elected president of the National Conference on Social Welfare on May 19 at Minneapolis.

Former director of the Michigan Department of Social Welfare, Mr. Fauri has been dean of the school since 1951.

He has served as president of the Council on Social Work Education, chairman of the Federal Advisory Council on Employment Security, chairman of the National Council of State Public Assistance and Welfare Associations, and as a director of the American Public Welfare Association.

## FACULTIES OF THEOLOGICAL SEMINARIES INVITE CSWE PARTICIPATION

A meeting of Professors of Pastoral Theology from the faculties of Theological Seminaries of the Protestant Episcopal Churches was held in Washington, D. C. on March 11, 1961.

Council representatives were invited to discuss the nature of social work education with particular reference to teaching with case material and field instruction.

Representing the CSWE were Mrs. Lucile McAadoo, Catholic University, Grace White and Ernest Witte, CSWE staff.

Their presentation included the aims and goals of social work education, the Curriculum Policy Statement, major emphases of the Curriculum Study, the relationship of class and field instruction and research, and the major curriculum content.

The primary focus in the presentation and discussion was on field instruction. Points of major interest were the objectives of field teaching, the integration of class and field instruction, criteria for the selection of agencies for training centers, selection and preparation of field instructors, the ways and means used to safeguard the academic validity of the field experience as a major method of learning, the working agreements of schools and agencies toward the development and maintenance of sound educational programs.

The professors of Pastoral Theology being faced in their educational programs with the problems of field experience as part of an educational program were, therefore, interested in how social work education makes its field teaching effective.

## CSWE MEMBER APPOINTED TO HEW

Grace Hewell, a member of the Council on Social Work Education, has taken a position as Program Coordinating Officer in the office of the Assistant Secretary for Legislation, Dept. of Health, Education, and Welfare, Wilbur Cohen, in Washington, D. C.

She is a public education specialist, having taken her doctorate in this area at Teachers College, Columbia University, and having worked at the New York City Health Department for six years.

## WORKSHOP ON TRAINING CENTERS HELD IN NEW YORK

An all-day workshop program on "A Training Center in Social Work Education" was co-sponsored on May 5 by The New York School of Social Work, Columbia University, and the non-sectarian Jewish Guild for the Blind, followed by a dinner sponsored by the Guild in commemoration of the fifth anniversary of jointly school-agency sponsored Student Training Unit.

At the opening session of the workshop program, brief talks were given by Robert G. Olmstead, vice president of the University; Huntington Gilchrist, chairman of the School's Advisory Council; John Rosenthal, president of the Guild; and Dean Fred DelliQuadri of the School.

The keynote talk, "The Concept of a Training Center in Social Work Education," was presented by Sidney Berengarten, director of field work for the School. Ernest F. Witte, CSWE executive director was the discussant. Associate Dean Mitchell I. Ginsberg of the School presided, and served as moderator of the discussion.

The panelists were Mrs. Sidney Pollack, administrative director, and Frances T. Dover and Florence C. Starr, of the Guild; Robert Wolf, chairman of the Educational Alliance; Katherine Oettinger, chief of the Children's Bureau, Department of Health, Education, and Welfare, Washington; Jeanette Regensburg, Community Service Society of New York; Christina Smith, Veterans Administration, New York Regional Office; and Irene Kerrigan and Margaret Williamson, of the School.

After the panel discussion, workshop groups were held under the leadership of Jane Hoey, a member of the Advisory Council of the School; Samuel Finestone, Elizabeth L. Grover, and Simon Slavin, of the School's faculty; and Henry Sachs, a board member of the Educational Alliance, and chairman CSWE Citizens Committee on Careers in Social Work.

Mr. Berengarten's address will appear in the Proceedings of the workshop which will be published by the New York School of Social Work.

### JOBS AND SALARIES IN HEALTH AND WELFARE

This two-volume report, just published by The Welfare Federation of Cleveland, 1001 Huron Road, Cleveland 15, Ohio, covers all professional, clerical and maintenance jobs in 96 autonomous organizations. Essentially a management reference, the study describes a systematic and equitable approach to efficient salary planning and administration within and among the health and welfare agencies of a community.

VOLUME I, illustrated by charts, tables and complete appendix materials, describes the study process and shows the findings and recommendations of the project. These include a community-wide job classification plan, and salary range guides for 1961. Agency and business salaries for comparable jobs are shown in relation to the 1961 salary recommendations.

VOLUME II contains descriptions of each of the 261 jobs covered.

Price of \$10.00 for the two-volume set includes postage and handling if remittance accompanies the order.

## AGNES VAN DRIEL NATIONAL AWARD IN STAFF DEVELOPMENT

### 1. Purpose of the Award

The Council on Social Work Education wishes to recognize a significant contribution to the theory and content of staff development in a social welfare service, commemorating the tenth anniversary of the death of Agnes Van Driel.

Miss Van Driel served as Director of the Division of Technical Training; Bureau of Public Assistance, Social Security Administration, for 15 years and made notable and highly strategic contributions to the theory of staff development and the criteria for development of content useful to all staff groups within the Bureau of Public Assistance. Her recognition of the value to the agency of gearing staff development programs to the potentialities of employees, as well as the needs of the agency, her recognition of the inter-relatedness of formal and informal educational programs, and her firm emphasis on a broadly-based preparation for professional service had major impact on the whole social work field, particularly governmental agency programs.

### 2. Terms of the Award

The Council seeks nominations from individuals and groups of persons currently engaged in the staff development function as agency staff members, or persons who, through their roles as faculty members of colleges or universities, are making a particularly imaginative contribution to the staff development of agency personnel.

### 3. Eligibility

a. The recipient is to be an individual rather than an agency.

b. The recipient should be a person in a social work position whose contribution is geared primarily to the staff development needs of persons in the professional or subprofessional staff groups, as contrasted with clerical or other personnel within the agency.

### 4. The Contribution

To receive consideration, the contribution must be relatively recent or its significance must be such as to warrant current recognition.

### 5. Method and Form of Nomination

Any individual or organization, whether or not affiliated with the Council on Social Work Education, is encouraged to submit nominations. Applications may be secured from the Council on Social Work Education, 345 East 46th Street, New York 17, New York.

The information submitted about nominees should contain details about personal, educational or occupational history of the candidate in order to establish the position as a social work one.

The Narrative Statement should, however, be as specific as possible.

### 6. Method of Selection

The Executive Committee of the Council on Social Work Education will make the selection and the award will be made at the 1962 Annual Meeting of the Council on Social Work Education. The award is to be made one time only and will be in the form of a plaque.

## DEAN OF SOCIAL WORK LIBRARIANS RETIRES

Mrs. Margaret Mattern Otto, Librarian of The New York School of Social Work, Columbia University, who will retire in June, was honored at an informal reception at the School on May 8. Dr. Donald Young, President of the Russell Sage Foundation, spoke.

Mrs. Otto earned the title of "dean of social work librarians" over a span of 26 years - 14 of them with the Russell Sage Foundation and 12 at the School. The Foundation provided library resources to the School for many years, and when the Foundation library was discontinued in 1949, Mrs. Otto followed many of her books to their new home at the former Andrew Carnegie residence in East 91st Street. The School library was established in September of that year at the same time classes started in the School's new quarters, and Mrs. Otto was designated as its first librarian.

In the early and middle 1930's, social workers and social work librarians "were functioning in a challenging period, when welfare was in the foremost interest," Mrs. Otto said, "mainly due to a whole new concept of social legislation, and when socio-economic conditions resulted in setting up a vast system of emergency relief programs."

During the past 12 years at the School, she reports that she has had many unusual opportunities to accept important gifts that have enriched the library's collections. "It is a notable tribute to the leadership of the School that the donors of special gifts have selected this library as the depository for rare source material," she said.

Mrs. Otto made the following suggestions to her colleagues: "I leave this basic recommendation: that an association of social welfare librarians be formed under the auspices of a leading national social work agency. This would be in accord with the formation of other associations of special librarians, such as law, medicine, theology, engineering and others. Both social workers and social work librarians are ready for this kind of liaison."

Mrs. Otto has informed the CSWE that she will be available after July 1 as a consultant on a fee basis to schools of social work and social agencies. She can be reached by writing her at 3316-81st St., Jackson Heights, New York.



## PUBLICATIONS OF INTEREST

These are NOT CSWE publications. Inquiries should be addressed to the persons or publishers specified at the end of each listed item.

*Broadening Professional Horizons*—Introduction by Alexander F. Handel. Published by the American Foundation for the Blind, 15 West 16th Street, New York 11, N. Y. Limited number of copies free on request.

*Casework Papers 1960* from the National Conference on Social Welfare. Presented at the 87th Annual Forum, Atlantic City, New Jersey June 5-10, 1960. Family Service Association of America, 215 Park South, New York 3, N. Y. 1960. \$2.50.

*Child Welfare League of America Standards for Day Care Service*—Child Welfare League of America, 345 East 46th Street, New York 17, N. Y. 1960. \$1.50.

*Compassion and Community* by Haskell M. Miller. Association Press, 291 Broadway, New York 17, N. Y. \$3.50.

*1961 Directory of Accredited Camps*—American Camping Association, Bradford Woods, Martinsville, Indiana. \$1.00 plus 9 cents postage.

*Exploring the Base for Family Therapy* Edited by Nathan W. Ackerman, M. D., Frances L. Beatman and Sanford N. Sherman. Family Service Association of America, 215 Park Ave. South, New York 3, N. Y. \$4.00.

*Graduate Education in the United States* by Bernard Berelson. McGraw-Hill Book Company, 330 West 42nd Street, New York 36, N. Y. \$6.95.

*Interviewing in Social Security* by Elizabeth de Schweinitz and Karl de Schweinitz. U. S. Government Printing Office, Washington 25, D. C. 1961. (cloth) \$1.50.

*Mental Health and Social Welfare* by Robert H. Felix, M. D. and others. Columbia University Press, New York, N. Y. 1961. \$3.75.

*The Mentally Retarded Child and his Parent* by Stella Stillson Slaughter. Harper and Brothers, 49 East 33rd Street, New York 16, N. Y. 1960. \$3.75.

*Neighborhood Centers Today*—National Federation of Settlements and Neighborhood Centers, 226 West 47th Street, New York, N. Y. 1960.

*New Church Programs with the Aging* by Elsie T. Culver. Association Press, 291 Broadway, New York 17, N. Y. \$3.50.

*New Understandings of Administration* by Harleigh B. Trecker. Association Press, 291 Broadway, New York 17, N. Y. 1961. \$4.50.

*Perspectives in Social Work Education and Practice* by Julius B. Richmond, M. D. Published by Syracuse University, School of Social Work, 1960.

*Reluctant Rebels (Re-Education and Group Process in a Residential Community)* by Howard Jones. Association Press, 291 Broadway, New York, N. Y. October 31, 1960. \$5.00.

*Salaries and Related Personnel Practices in Voluntary Social and Health Agencies in New York City* Sept. 1960. The Community Council of Greater New York, 345 East 45th St., New York 17, N. Y., 1961. \$1.50.

*Sex Ways - in Fact and Faith: bases for Christian family policy*—Edited by Evelyn M. Duvall, Ph.D. and Sylvanus M. Duvall, Ph.D. Association Press, 291 Broadway, New York, N. Y. 1961. 253 pp. \$3.95.

*Social Work Papers* The School of Social Work, University of Southern California. 1961. \$1.50.

*Social Workers' Perceptions of Clients - A Study of the Caseload of a Social Agency* by Edgar F. Borgetta, David Fanshel and Henry J. Meyer. Russell Sage Foundation, New York, N. Y. 1960. \$2.00.

*Socio-Economic Problems of Older Persons in Casey County, Kentucky* by E. Grant Youmans. University of Kentucky, Kentucky Agricultural Experiment Station, Lexington. (Mimeo) 48 pp.

*Supervision - New Patterns and Processes* by Margaret Williamson. Association Press, New York, N. Y. 1961. 176 pp. \$4.00.

*Swastika 1960 - The Epidemic of anti-Semitic Vandalism in America* by David Caplovitz and Candace Rogers. Anti-Defamation League of B'Nai B'Rith, 515 Madison Avenue, New York 22, N. Y. 1961. 75 cents.

*The Treatment of Minorities in Secondary School Textbooks* by Lloyd Marcus, Ed.D. Anti-Defamation League of B'Nai B'Rith, 515 Madison Avenue, New York 22, N. Y. 1961. 50 cents.

*Undergraduate Education for Social Welfare* by Bernice Madison. San Francisco State College, 1960. \$3.00.

*Windigo Psychosis: A Study of a Relationship Between Belief and Behavior among the Indians of Northeastern Canada* by Morton I. Teicher. Write University of Washington, Seattle 5 for purchase.

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